

Introduction to Language
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Remember: You are young scientists. You have a set of exercises that **must be completed by you and only you**. **Please do not** use external sources on the Internet! These exercises have tasks for you to complete, and the tasks were cherry-picked for the purposes of learning. If you want to discuss the concepts with your classmates, you are encouraged to do so. But the answers must be given by you. If you do collaborate with your classmates, please type their names above. It is good practice to acknowledge help you received from others, even if it was just a discussion. **Remember: Searching for potential answers given by somebody else is cheating! Respect yourself and your ability to think!** Submit your own work. Keep in mind that everybody makes mistakes, even big scientists. If something is out there available as an answer, that does not necessarily mean that the answer is correct. Finally, you are learning only from your mistakes, not somebody else's. Good luck!

Homework 1: Language

Before you proceed to the exercises, make sure you are familiar with the important concepts discussed during the lecture.

Language
Linguistics
Creativity
Linguistic competence

Exercise 1:

- **Language**

There are many definitions of language that have been proposed. The definition given in Britannica is the following:

- o **Language** is a system of conventional *spoken, manual* (signed), or *written* symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. **The functions of language** include

communication, the expression of identity, play, imaginative expression, and emotional release (Robins & Crystal, 2024).

Question 1: Do you find this definition of language and its functions satisfactory, that is, comprising essential elements related to language and its usage? *(Please provide a brief response (single-word responses **No** and **Yes** are not accepted). Justify your response. You can compare this definition to one we analyzed in class (see Lecture_1, slide 15).*

Your answer: I believe the language/ functions system we have in place is good for the most part because we have something for people who can't see or hear and we have something for people who can hear and speak perfectly fine

Exercise 2:

- **Linguistics**

Linguistics is the study of the structure of human language. Linguists attempt to describe in an **objective** and **nonjudgmental** fashion the internalized and unconscious knowledge that the native speakers of a language share, which allows them to both speak and understand their language (Merrells, Rees-Miller, & Aronoff, 2017).

Question 2: In your own words, give a definition of *unconscious knowledge* of a language. What does it mean? How do you understand it? *(Review the lecture slides and provide a brief response. Please do not copy-paste the words written there! Try to give an explanation in your own words).*

Your answer: unconscious knowledge I believe means when you the person having the capability of understanding it but you haven't learned it yet

Exercise 3:

- **Creativity**

Human language is creative. That is, language does not provide us with a set of prepackaged messages. Rather, it allows us to produce and understand new words and sentences whenever needed. However, there are limitations on both the form and interpretation of new words and sentences. Linguists attempt to identify and understand these limitations.

Question 3, Task 1: Arrange the words *bird, worm, catches, early, every,* and *the* into an English sentence.

Your response: Type your sentence here (you can delete this sentence but please leave the blue ink untouched). The bird catches the worm early every morning.

Question 3, Task 2: Write two other sentences **using these same words**.

Your response: Type your sentence 1 here (you can delete this sentence but please leave the blue ink untouched). The birds wake up early every morning to catches the worm.
Birds catches the worms early in the morning .

Type your sentence 2 here (you can delete this sentence but please leave the blue ink untouched).

Question 3, Task 3: Use **the same words** to create a “sentence” that is not an acceptable English sentence.

Your response: Type your sentence here (you can delete this sentence but please leave the blue ink untouched). Catches bird the worm every early

Question 3: Compare the sentences you wrote in Tasks 1 and 2 with sentence in Task 3. Why is the sentence in 3 unacceptable in English?

Your answer: Begin your answer here. Take as much space as you need. You can delete these three sentences, but please leave the blue ink untouched so I can locate your answer easily. The reason why the first to tasks sentences are acceptable because those sentences have proper english sentences and not out sequential order

Exercise 4:

- **Linguistic competence**

Linguistic competence can be defined as subconscious/unconscious knowledge that enables native speakers of a language to produce and understand an unlimited number of both familiar and novel utterances. The native speakers of a language are those who have acquired it as children in a natural setting like the home rather than in a classroom.

Linguists divide the subconscious knowledge that the native speakers of a language share into the following fields of study:

1. Phonetics: the study of the sounds found in language, including the articulation and perception of speech sounds.
2. Phonology: the study of how speech sounds pattern in language.
3. Morphology: the study of word structure and word formation.
4. Syntax: the study of phrase and sentence structure.
5. Semantics: the study of the meaning of words and sentences.

This subconscious knowledge allows the speakers of a language to produce an infinite number of sentences, many of which we have never uttered or heard before. This is often referred to as **language creativity**. We don't memorize language; we create it.

While we all have this subconscious knowledge of our native language, we often make mistakes when we talk. Thus, **our actual use of language does not always reflect our linguistic competence**.

Your linguistic competence allows you to decide whether new words and novel sentences are acceptable or not. Test your linguistic competence by answering the following questions.

Task 1: Put a check mark beside those words that are **possible** English words.

*(You can use a capital letter **V**. Copy and paste this symbol in a cell you've chosen).*

	The word	Your judgment		The word	Your judgment
a.	tlim		e.	plog	V
b.	stuken	V	f.	skpit	
c.	tseg		g.	ngan	
d.	fomp	V	h.	breb	V

Question 4: Why are some of the above not possible English words? (*Hint: Think about the combination of sounds*).

Your answer: Begin your answer here. Take as much space as you need. You can delete these three sentences, but please leave the blue ink untouched. The reason why I think some of the words above aren't possible English words because since the vowels aren't in the right places

Task 2: Put a check mark beside those words that are possible English words. (*You can use a capital letter **V**. Copy and paste this symbol in a cell you've chosen*).

	The word	Your judgment		The word	Your judgment
a.	speakless	V	e.	reglorify	V
b.	beautifulness	V	f.	horseable	
c.	unrug		g.	weedic	

Question 5: Why are some of the above not possible English words? (*Hint: Think about the **prefix** (a morpheme that you add to the beginning of the word to create a new word with a new meaning, e.g., lock - **unlock**, where **un-** is a prefix) or **suffix** (a morpheme that you add to the end of the word to create a new word with a new meaning, e.g., happy - **happiness**, where **-ness** is a suffix) and its contribution to the meaning of the word*).

Your answer: Begin your answer here. Take as much space as you need. You can delete these three sentences, but please leave the blue ink untouched. I think the reason for some of the words above aren't real words because of the fact of the way they sound and what each word ends in

Task 3: Put a check mark beside those sentences that are possible English sentences.

*(You can use a capital letter **V**).*

	The sentence	Your judgment
a.	The building was tossed yesterday away.	
b.	The building is swept every morning.	V
c.	Every child should obey parents his.	V
d.	Somebody left their gloves in the theater.	V
e.	George surprised Mary with a party.	V
f.	Joe surprised the stone.	

Question 6: Why are some of the above not possible English sentences? (*Hint:* You may want to look at the word order (syntax) or the meaning of the sentence (semantics) or both.

Your answer: Begin your answer here. Take as much space as you need. You can delete these three sentences, but please leave the blue ink untouched. The reason that A and F can't be English sentences is because of the way that they are constructed. Also for F you can't surprise a stone because stones don't have feelings